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EDC 423- Text Analysis

Dr. Coiro

**Part 1**

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| Resources | Challenges |
| * p. 10, Title: “See how Cheetahs Survive in the Wild”- Is helpful because it is gives a good hint as to the topic of the article. * Pg. 12 end of paragraph 1:   “It is, but not in the ways you may think,” This could be helpful because it sets up the next paragraph to talk about the unexpected cheetah fact   * Pg. 12 paragraph 2: the last sentence is used to explain the importance of poor night vision to a cheetah * Pg. 12 paragraph 4 is helpful because it re-iterates the information given and again hints that there are good qualities as well * Pg. 12- The word “adaptation” is bolded (signifies importance) and then defined, as is “characteristics” * Pg. 12 Photo: This picture and caption go well together, and also connect to the first paragraph on the next page, which talks about the markings, describing them in the same words. * Pg. 13 Paragraph 2: once again, the word “camouflage” is defined, and then the importance is also explained as it relates to the cheetah. * Pg. 14: the word pivot is defined in paragraph 4. * Pg. 14 Paragraph 13: Late in the paragraph, there is an explanation for the “rudder” image stating that the cheetahs’ tail “balances the body to keep it on course. * Pg. 15: Picture- While I feel that the other visual should have also appeared on this page, the photo of the cheetah running with its tail helping to balance is helpful for students who may not be able to visualize this on their own. Also, the caption for the picture matches the articles words so it is easy to see exactly which part of the text it relates to. * Pg. 16, Paragraph 4 ends with the sentence “It dies”. This explicitly tells the students what happens without any ambiguity. * Pg. 16, Last 2 Paragraphs: These paragraphs sum up the entirety of the article. Although they may seem redundant to a student who had good comprehension of the text, this would be very helpful for a student who struggled to understand it all. * Pg. 17 Visuals: The two pictures are valuable to the comprehension of the article though I think they would have served a bigger purpose if they were in different spots. As mentioned in the challenges section, the words predator and prey were not defined in the article, and therefore this type of vocabulary box would have been more valuable had it been at the beginning of the text. | * p.12 paragraph 1, students might not know what “grasslands” are. * Pg. 12- the word “prey” is bolded, but not defined on this page * Pg. 12- uses “predator” and “hunter” interchangeably, this could be confusing to students who do not connect that they are talking about the same thing * Pg. 13: The first sentence says that the cheetah climbs, but it could be confusing because the article said before that Cheetahs were not good climbers * Pg. 13: The structure that begins on this page could be confusing; the article goes from facts straight into a sort of narrative without explanation. Goes from “a cheetah” to “the cheetah” * Pg. 13, Paragraph 1: students may not know the word “glare”, the expression “sharp eyes”, or what “gazelles” are. * Pg. 14 Paragraph 2: students may not be able to understand how fast 50 mph is, especially if they live in a city and are not on highways often * Pg. 14: “Fast on Its Feet” section would be better understood if the visual was on this page to accompany the explanation of how a cheetah runs. * Pg 14: “This cat looks like its flying” students may get confused with the interchangeable use of “cat” and “cheetah” * Pg.14 Paragraph 8:Students may not know what the word blunt means, and would have to make an indirect reference that it is the opposite of sharp as stated later in the paragraph * Pg. 14 Paragraph 8: Also, the reader must make a connection between the “moves” that the cheetah copies and those of the gazelle described in the previous paragraph * Pg. 14 Paragraph 11-12: Students must connect that “Not the Cheetah (an incomplete sentence) is connected to the sentence about other cats fluffy tails. This entire paragraph is tricky because it then goes on to give the image of a boat rudder, something that students are likely unfamiliar with, to describe the cheetah’s movements. This should have been combined with the next paragraph, which describes the motion a bit more clearly. This is a theme throughout the article; the paragraphs are very short and often cut off flowing ideas without good connectors. This section would have also been clearer if the labeled picture accompanied the visual on pg. 15 on pgs. 16-17. * The next two sections on pg. 16 are confusing because it breaks into a narrative style that reiterates things that the article already discussed. If this was done with an explanation about the change in the structure it could have been helpful, but as it is, it is just confusing to the reader who may think that they are re-reading something similar to the beginning of the article. This narrative style could have worked better if it was directly incorporated with the discussion of the adaptations. * Pg. 16, Paragraph 4 refers back to the “zig-zag” of the gazelle and expects that students can connect this back to the section about the adaptations in the cheetah’s foot. * Pg. 16 Interchanges the words “prey”, “gazelle”, and “the kill” for each other, possibly confusing for the reader * The last picture that labels the Cheetah’s adaptations would have also been more useful had it been placed on the previous page along with the descriptions of these adaptations, though it is a great visual to show students how holistic adaptations are. |

**Part 2**

1. Main Ideas:

* Cheetahs’ adaptations make them good hunters in their natural habitat.
* Though Cheetahs are very fast, they cannot run for a long time so they must catch prey quickly.
* The cheetah’s adaptations make up for their physical shortcomings.

1. Big Ideas

* Adaptations have helped animals to evolve as needed in their environments.
* Without adaptations, animals would not survive.
* If take out of these habitats, animals would not be as successful.

1. Learning Goals:

* Students will demonstrate knowledge about the specific adaptations of cheetahs that make them good hunters.
* Students will be able to identify what shortcoming cheetahs have and how their adaptations help them to overcome them.
* Students can apply what they have learned about adaptations to understanding of other animal’s features.

**Part 3**

Launch:

“I want you guys to “think-pair-share” about what animals need to survive. After you share, I want one of the partners to come up to the board and write down some of your group’s best ideas.” The student will be given 1 minute to think and then 2 minutes to talk with their partner. When the time is up, they will come up to the board and write down their ideas. Some of the ideas will be about being safe from other animals, staying warm or cool, and being able to catch food with many others as well. “We have some really great ideas up here! In order for animals to do all of these things that they need to survive they need certain characteristics. Over time, animals have adapted, or changed to better fit their environments and their needs. For example a polar bear, (show pictures on the projector) has layers of fat that keep them warm in the winter, white fur so that they can camouflage or blend into their snowy environment, and special paws so that they can swim quickly. We’re going to read an article about another animal with very specific adaptations called, “See How Cheetahs Survive in the Wild”. While we read this, I want you to be thinking about how the adaptations help Cheetahs to survive, which characteristics of cheetahs would not make them good hunters, and what other types of adaptations animals need to survive. Before we begin, I want you to fill out this anticipation chart to see what we know, or think we know about cheetahs. As you read, check back to see if you were correct.

**Part 4**

Exit Activity:

1. Students will go back to their anticipation charts to note what they were right about and things that they had not learned yet. They will then write a short summary of the new things that they learned about cheetahs’ adaptations and why their original answers were not correct citing knowledge from the text an d including both positive adaptations of cheetah’s and any shortcomings that were not anticipated.
2. Students will create their own animal that has adaptations to fit a randomly chosen environment, food source, predators and prey. The students will pretend that they are zoologists who have discovered a new animal with great adaptations for their specific environment and needs and must then describe their animal’s different adaptations and why they are useful.

**Part 5**

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| Page/ending phrase | Question |
| P. 12… “helps an animal survive”  Pg. 13 “gazelles to see the cheetah”  Pg.14 “across the grasslands”  Pg.14 “…the cat can change direction with ease”  Pg. 16 “…try to steal this meal from the cheetah”  Pg.16 “…the cheetah an awesome predator” | Q: So what is it so important that cheetahs have adaptations?  A: To hunt  Q: Right, so what about cheetahs makes it so important that they have made adaptation  A: Because their legs aren’t that good, so they have to have other parts that make up for it  Q: Why do cheetahs have spotted fur?  A: Because it’s camouflage so they match the grass and can blend in.  Q: Exactly, so what is one important reason for this stated in the text, and another possible reason that you can think of?  A: In the text it says that it is so that the gazelles can’t see them, but maybe it is so that possible predators can’t see them either.  Q: Why might it be important that cheetahs can run really fast but only for a short time?  A: They cannot go out and run a lot of times  Q: Right, so what could this mean as far as hunting?  A: Cheetahs must have to make sure that they can get their food fast  Q: They do! Can anyone make a prediction, based on what we have already read about how they might be able to make sure they get their food?  A: I think that we’re going to learn about adaptations that help them even though they can’t run for that long.  Q: Before we go any further, I just want to check with you. What is the cat that they’re talking about?  A: The cheetah, it’s a kind of cat.  Q: Right, so how does their different thin tale help them?  A: They can run and turn faster because it helps them to keep their balance because it moves with them like in the picture.  Q: Okay, great! So why do you think that the author is choosing to compare the cheetah to other cats?  A: Maybe they to show us how the cheetah is better made for hunting than other kinds of cats.  Q: Why is the cheetah so exhausted after the short chase?  A: Because it ran fast.  Q: Right, and what did we learn before that makes this make sense?  A: Before it said that they can only run fast for a little while  Q: Yes we did. So why would it be “easy” for other animals to steal the cheetah’s food?  A: The cheetah isn’t that big, it is made to go fast, but probably not to fight bigger animals.  Q: What do you think might happen if a cheetah were living in another part of the world?  A: The cheetah would not be such a good hunter.  Q: And why do you think that?  A: Because animals adapt to the place where they live so if it were somewhere else, like a place where it didn’t blend into the grass, it probably couldn’t survive. |